

**American Camping  
Association, Inc.**

**Officers**

*President:* Hazel Allen,\*

Girl Scouts, Inc.,  
570 Lexington Ave.,  
New York City

*Vice President:* Roland H. Cobb,\*

R 51, 311 Main St.,  
Worcester, Mass.

*Secretary:* P. B. Samson,\*

Lane Hall, Ann Arbor, Michigan.

*Treasurer:* W. H. Wones,\*

State Y.M.C.A., 641 North 4th,  
Milwaukee, Wisconsin.

**MEMBERS AT LARGE**

Barbara Ellen Joy, The Joy Camps,  
Hazelhurst, Wisconsin

Frederick L. Guggenheimer, 219 W.  
81st St., New York City.

**Executive Director**

Herbert H. Twining, Lane Hall,  
Ann Arbor, Michigan.

**SECTION PRESIDENTS**

**Canadian Section**

Taylor Statten,\* 428 Russell Hill  
Road, Toronto, Canada.

**Chicago Section**

Hedley S. Dimock, 5315 Drexel Ave.,  
Chicago, Illinois.

**Girl Scout Mid-West Section**

Elizabeth Mundie, 35 E. Wacker  
Dr., Chicago, Illinois.

**Great Lakes Inter-Camp Council  
Section**

C. A. Wilson,\* M.D., 71 E. Ferry  
Ave., Detroit, Mich.

**Iowa Section**

Marjorie Camp, University of Iowa,  
Iowa City, Iowa.

**Lake Erie Section**

Robert M. Grueninger, Western Re-  
serve University, Cleveland, Ohio.

**Milwaukee Section**

Jeannette Whitty, 436 W. Wiscon-  
sin Ave., Milwaukee, Wis.

**New England Section**

Roland H. Cobb,\* R 51, 311 Main  
St., Worcester, Mass.

**New Jersey Section**

Raymond I. Jacoby, Old First  
Church, Newark, N.J.

**New York Section**

Ralph Hill, 294 Central Park West,  
New York City.

**Pacific Coast Section**

Wes H. Klusmann, 204 Bendix Bldg.,  
Los Angeles, California.

**Pennsylvania Section**

Thomas G. Cairns, Boy Scouts of  
America, 22nd & Parkway, Phil-  
adelphia, Penna.

**St. Louis Section**

F. H. Ewerhardt, M.D., 5917 En-  
right, St. Louis, Missouri.

**Southeastern Section**

Mrs. Jonathan Day, 6004 Three  
Chopt Rd., Richmond, Virginia.

**Twin City Section**

L. L. Dawley, 2334 Central Ave.,  
N.E., Minneapolis, Minn.

\* Signifies member of Executive Committee.

# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

Vol. IX

APRIL, 1937

No. 4

## CONTENTS

New Horizons for Camping, <i>Abbie Graham</i> . . . . .	3
Child Participation in Program Planning, <i>Lucile Rice Richel</i> . . . . .	7
Bizarre Benches of Cedar Roots . . . . .	11
Plans for a Council Ring, <i>Bernard S. Mason</i> . . . . .	12
The Counselor as a Business Administrator, <i>C. Walton Johnson</i> . . . . .	14
What Shall We Do for the Midget Campers? . . . . .	16
Group Work Process in Camping, <i>Louis H. Blumenthal</i> . . . . .	18
Editorial—Three Kinds of Research . . . . .	20
News from Here and There . . . . .	21
On the Trail of New Books . . . . .	22

**EDITORIAL OFFICE, ADDRESS**

BERNARD S. MASON

*The Camping Magazine*

Ann Arbor, Michigan

**BUSINESS AND ADVERTISING OFFICE, ADDRESS**

HERBERT H. TWINING

Lane Hall

ROSS L. ALLEN

Ann Arbor, Michigan

*Published Monthly from October to June*

Subscription Price . . . . .	\$2.00
Canada . . . . .	2.25
Foreign . . . . .	2.50
Single Copies . . . . .	.25
Entered as second-class matter December 29, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.	



*Courtesy Four Winds Camp*

# New Horizons for Camping

YOU have doubtless gathered during our time together here that the American Camping Association has been given a little spare change for running expenses. These running expenses raise the question, "Whither shall we go?" Our imagination has been stirred to envisage this possible future. This revival of interest in camping makes us understand that remark of Emerson's to the effect that in his day every man he met had a plan for a new community in his vest pocket. Each one of us is, or should be, mapping out the future of camping. Tonight, I, too, ask, "What of the future?"

May I come to the new by way of the old? May I go back to the first recorded romantic interest in the out-of-doors in our modern world, the first report of a person who climbed a mountain for sheer pleasure that has echoed and re-echoed through the mountains and the valleys of the world for several centuries. I should like to call this mountain climber the grandfather of organized camping.

I do not speak without authority when I resurrect this ancestor of the back-to-nature movement. I refer you to Thorndike, the other Thorndike, who said: "The ancients do not appear to have taken much interest in nature apart from man; they saw beautiful landscapes as a background of man's activities. From the time that ——— made the first recorded ascent of a

mountain for pleasure, the romantic interest in scenery has been slowly growing."<sup>1</sup>

This first mountain climb in the modern manner has peculiar interest for us who today have dealings with the out-of-doors. Some of the incidents of that journey sound strangely familiar to us.

He did not have the proper shoes to wear. "What shall I say of our shoes?" he asks. "See how grievous and continuous a war they pressed that which they seemed to protect."<sup>2</sup> They had no mercurochrome in those days, no first-aid kits. That's what you get for being a fore-runner.

<sup>1</sup> Ashley Thorndike: *Literature in a Changing Age*. P. 52.

<sup>2</sup> William Dudley Foulke: *Some Love Songs of Petrarch*.

*Courtesy Four Winds Camp*



This is The Banquet Address given at the Annual Convention in February.

By  
ABBIE GRAHAM





Courtesy Four Winds Camp

Another important problem faced him. He pondered, "What companion shall I choose?" He knew that "defects, however grave, could be borne with at home . . . ; but it is quite otherwise on a journey, where every weakness becomes much more serious." This companion was "too slow, that one too hasty; one was too sad, another overcheerful . . . I feared this one's taciturnity and that one's loquacity . . . I rejected those who were likely to irritate me by a cold want of interest, as well as those who might weary me by their excessive enthusiasm."<sup>3</sup> Alas, it was known six hundred years ago last April how many kinds of a bore there can be on an outdoor journey. Why do people still come "And quack beside me in the wood."<sup>4</sup>

In the end, this mountain climber chose his brother and the brother was "delighted and gratified" because, though a brother he was considered a friend. As a kind of second companion he slipped into his pocket, "a little volume of tiny compass but infinite sweetness."

<sup>3</sup> James Harvey Robinson: *Petrarch*. Pages 309-310.

There are not enough such volumes today. I wish we had more of "infinite sweetness." We do have Hazlitt's *On Going on a Journey* and Stevenson's *Walking Tours*. John Keats' poems are in "tiny compass" and Gissing's *The Private Papers of Henry Ryecroft*. But we need yet others if we are fully to enjoy such an expedition.

Thus the two set out in glorified bedroom slippers, I take it, to climb Mount Ventoux, 6200 feet in height. And what is more they actually arrived even at the highest peak, known in the countryside as "Sonny." With the heights gained "I stood," he confesses, "as one stupefied. I looked back. Clouds were beneath my feet. I began to understand Athos and Olympus . . . I could very clearly see the mountains about Lyon on the right, and on the left the Bay of Marseilles. . . . The Rhone flowed beneath our eyes."

And then, said he, naively, "a new reflection arose in my mind." Do not all you who have climbed mountains and led others thither know what this "new reflection" will prove to be? "O immortal God! O immutable Wisdom," he continues, "I do love still, but with more modesty and a deeper melancholy. Yes, I still love, but unwillingly, in spite of myself, in sorrow and tribulation of heart!" We have inherited this tendency, you see, to reopen on mountain tops the affairs of the heart. We have indeed kept alive the tradition and those who today propel themselves to "Inspiration Points" yet reflect on requited and unrequited love. Alas, I have to say that it was in this case unrequited. He remembered the very hour—and that's one of the advantages of love at first sight; there is an anniversary moment for later mountain-top recollection—it was at precisely six o'clock in the morning on the sixth of April, nine years before. He was twenty-three. He had gone into the Church of Sainte Claire to renounce love

<sup>4</sup> Rupert Brooke: "The Voice," *Collected Poems*.



forever. He bowed his dark head. He lifted his eyes toward the altar to seal his vow. But his eyes did not reach the altar. They were enmeshed forever by

" . . . that incredible hair  
Where to the sun's own gold  
could not compare"

All in the church arose. He knelt. He sought in vain for his feet. Now he was crossing himself with holy water. "My hat, verger," he stammered. "I left it on the seat, black velvet with a silver plume. I've just bought it. But, verger," he begged, as he pressed silver into his hand, "for God's sake tell me her name!"

'Her name? The Lady with the Golden Hair? That is Laura, wife of Messer —'"<sup>5</sup>

Even on this mountain top nine years later he groaned again. The full moon was high in the sky before he reached the inn in the valley. He sat down and wrote a letter to a beloved friend, a letter still cherished in literature today. No great experience is complete without an attempt to express it in some form of art.

Interesting, however, as this letter is, with its fresh report of the outdoor world, it would very likely not have been kept alive had it not been that his sonnets to Laura made them both immortal. So perhaps I should say that it was Laura who sent the modern world back to nature. But for convenience, let us say that at the full of the moon in April, 1336 Petrarch founded the back-to-nature movement which led to the organized camp of today. Petrarch caused the poets of several centuries to go back to the hills and mountains. It is the poets, I suspect, who send people to the out-of-doors even today—poets and parents.

Of course, we cannot know exactly what direct or indirect influence Petrarch has had in luring America to the out-of-doors but America is certainly returning hither. We all love to speculate on what is causing this new interest. Read Howard McClusky's "The Future of Camping" in *The Camping Magazine* for Feb-

ruary. Read your own account, for that matter, or listen to mine.

The poets, you see, say, "I will rise and go now and go to Innisfree."<sup>6</sup> After a goodly number have risen and gone now some enterprising business man says "But you've got to have the kind of shoes to go in!" To be helpful, he makes the proper shoe, sells it to the public and the public has to arise and go to get his money's worth from the shoe.

Girls' outdoor costumes have had to wait upon an additional champion—the reformer. Take the case of the bloomer. It took the woman movement of England and America to produce the bloomer. Certain courageous women during the 1850's in America, such as Lucy Stone and Elizabeth Cady Stanton, decided that women would never get anywhere with the restricted costumes then in style. They adopted a sort of long Turkish pantaloons and short skirt. They were cartooned, hissed, shouted at. They wept in secret but they wore

<sup>6</sup> William Butler Yates: *The Lake of Innisfree*.

Courtesy Four Winds Camp



<sup>5</sup> Joseph Auslander and Frank Hill: *The Winged Horse*. Pages 106-118.



Courtesy Four Winds Camp

them in public. By chance the editor of a woman's paper, *The Lily*, who was but an innocent bystander wrote an editorial in favor of this liberating costume. This editor was Mrs. Amelia Bloomer and the new style came to be called the bloomer costume.<sup>7</sup> It was the forerunner of the modern ski suit. Who will gainsay that it is the ski suit that is sending people to the hills—ski suits and snow trains.

The gadgeteers and the automobile manufacturers make the trailer and pluck erstwhile sedentary citizens from their innocent domestic routine. Soft coal is an element, too. Our cities are getting dirty enough now and crowded enough. We are in about the state England was in when Keats said:

"Oh Solitude! if I must with thee dwell,  
Let it not be among the jumbled heap  
Of murky buildings: climb with me the steep,  
Nature's observatory . . ."<sup>8</sup>

When it came we were ready in this country for that breath from Europe, the youth hostel movement.

In addition to this renascent interest in the

<sup>7</sup> Abbie Graham: *Ladies in Revolt*. Page 127.

<sup>8</sup> John Keats: "Oh Solitude If I Must With Thee Dwell."

out-of-doors which is affecting camping many new resources are being opened to us. I need only refer to them here, for at every session of our Conference new light on the camp program has come to us. The sociologists, the psychologists, the natural scientists, the artists have given us new slants. Every psychiatrist seems to be offering us new solutions for human behavior; every group worker is hastening to press with new data on the group process. It is well for us that they are so doing, for it is at such points that we need help.

Of especial importance, it seems to me, is the increasing interest in the arts—drama, music, dancing, painting, writing. I never seem to meet any people who do not have short stories in their vest pockets. Last week a man called to see me about such a document. He began, "I am a

clever man. Indeed, I am a witty man. At least he had the virtue of honesty) But," he added, "I cannot write the feminine rôles. And I have no training in writing. I do not know grammar but I want to write short stories!" Whatever our abilities, or inabilities, Americans are awakening to the pleasures and satisfactions that lie in the arts.

The question is—"Shall we be willing and able to use these new resources?"

As we consider what rich material is offered us by the philosopher, the scientist, the artist, I am reminded of an answer given to a question of mine last winter in the Texas oil fields. I asked an oil operator: "Does the oil geologist help you to locate an oil well? Can you make any use of his scientific data?"

"Well, I dunno," he replied, "I'd rather have him on my side. It's like this. The geologist can tell you *where* the widow woman lives but he can't tell you whether or not the widow woman is *at home*."

The widow woman's house is clearly pointed out to us but can we find out whether or not she is at home? Can we use the resources at hand?

(Continued on Page 30)



# Child Participation in Program Planning

By

LUCILE RICE RICHEL

Merrill Palmer Camp

THOSE who would help children to their greatest growth by allowing them to purpose, plan, and carry out their own activities in a situation which is life-like, i.e., made up of adults and children of various ages and of both sexes, and in an environment which is rich in opportunities for varied experience and stimulates them to their best effort, will recognize the opportunity offered by the camp.

With approximately forty children, boys and girls from five to twelve, and twenty men and women counselors we spent a six-week season at a camp and adjoining farm with a lake, a large wooded area, a swamp, a stream, an orchard, hills and vales, and many neighboring farms and small villages.

This is a record of some of our experiences:

At the first counselor meetings during the three days before the children arrived, we discussed our aims and objectives. The counselors came to know what each had to offer, and learned where to turn to use best the specific skills of the staff, thus placing the personal facilities of the camp most completely at the disposal of the children. The distribution of skills was not, of course, left to chance, the director having engaged us in accordance with the needs of the camp; but this first meeting made the counselors aware of one another's skills and helped to make them one in policy and aim. It was during these meetings also that the counselors learned pertinent information about each child from the records; namely, the age, some individual characteristics, and interests of the child, what the parents wished the child to gain from the camp, what the child hoped for, and any information which had been obtained from such sources as the child's school. For the children who had been in camp with us before and for those who had attended our nursery school and the recreational clubs in town, our files contained quite complete records of their development and their needs. These pre-camp contacts as well as home visits

were valuable to us in understanding individual children and were an important factor in their development while at camp. From these meetings and from the experiences of counselors who had engaged in similar ventures, as well as from the programs of previous years, the counselors got some idea of what the general program would be, but were ready to adapt it to the interests and plans of the children.

The first two days after the arrival of the campers were spent in acquainting the children and counselors with their new environment—they played in the barn, hiked about the grounds, were introduced to the animals on the farm, went riding, swimming, boating, and on buggy rides, visited the library, the craft porch, and the nature cabin, and learned the simple schedule which had been set up by the staff to meet their physical needs. Only swimming, resting, eating, and sleeping, because of their relation to health, and riding, because not enough horses were available for every child to ride every day, were scheduled. This schedule was discussed with the children, and their adoption of it was assured by having them tell what they knew about the needs of their bodies and by having our director, a pediatrician, point out those needs with which they were not familiar.

On the third day the children were called together and a counselor talked with them somewhat as follows:

"In earlier days people thought that children needed to be told what to do by adults, but now there are many who have studied the minds and the work of children and who believe that children are happier and grow into stronger adults if they are allowed to make and carry out their own plans. Sometimes adults have had experiences and have learned things which help children to carry out their plans. For instance, there is "Curly" (our craft man) over there who would be a good helper to a boy or girl who had a plan to make something out of wood,



because he has had many building experiences, and he knows many secrets about how to hold a saw to make it work best, and how to drive nails quickly; but only the child who wanted to make the thing would know how he himself wants it to look when it is finished and only he could tell if it were right. If the child didn't know how to carry out his idea, he would go to Curly and show or tell him about his plan and Curly would help him to make it come true.

"The grown-ups you see at camp are here to help you carry out your own ideas, not to tell you what to do. For this reason, we left the planning of what you are to do until you came. You have been here two days now, you have visited many places, you have probably had some ideas come to you about what you would like to do, and you will have many more ideas as the summer goes on. Sometimes when the end of camp comes, a child says, 'Oh, I wanted to do this while I was here, but I was so busy I forgot. Now it's too late.' How can we remember to do all the things we want to do?"

At this point there were many suggestions from the children of which these were finally adopted:

To make a common list of all the things which we could do.

To meet often and add to this list.

To make individual lists to keep above our beds and check as we complete things.

A list of the things suggested at this and other meetings follows.

Their suggestions were recorded, as they made them, on a blackboard.

#### THINGS TO DO AT CAMP

##### 1. Have Clubs:

Butterfly Club

Make nets. Catch, mount, and identify butterflies.

Dramatic Club

Give plays.

Photography Club

Develop and print pictures taken by campers.

Indian Book Club

This grew out of hearing Indian stories and a desire to tell what they knew about Indians. Their completed book was presented to the camp at the farewell party.

##### 2. Have a Zoo:

A place where we can keep all our animals, insects, and other interesting things which we find around camp.

##### 3. Have Quests:

On a small bulletin board outside the Zoo, put a sign which will tell where to go to find something interesting that you have found, such as a bird's nest or snakes' eggs. It would be a kind of a treasure hunt. The treasure at the end would be something interesting to see.

##### 4. Go boating and canoeing:

Learn how to row and paddle well.

##### 5. Become a good rider.

##### 6. Go on overnight hikes:

Use horses and go on long trips, when possible.

##### 7. Pony Rides:

With carts and with saddles.

##### 8. Rides in Surrey:

Go riding around the country in surrey.

##### 9. Stories:

Hear Indian stories.

Hear Cowboy stories.

Hear Nature stories.

##### 10. Newspaper:

Let's make our own newspaper that will tell all about what happens at camp.

##### 11. Become a good swimmer:

Let's have special swims besides regular swims every day so that just a few people can go at one time and have special help.

##### 12. Games:

Quiet indoor and table games to play during quiet hour.

Lots of outdoor games.

##### 13. Duck Pond:

Make a house and a pond with a fence around it for our six baby ducks.

##### 14. Council Fire:

Let's paint that tepee and make it look more Indian-like and fix a nice council ring for meetings.

##### 15. Collecting Trips:

Go on hunting trips to get things for our Zoo.

##### 16. Chicken Coop:

Fix up our old chicken coop for the old hen and her babies.

##### 17. Movies:

Make a movie of camp life.

Have some real movies.

##### 18. Puppets:

Make our own puppets and give a puppet show.

##### 19. Make things on craft porch.

##### 20. Cages:

Fix up one we have for the wild bunny that Tony gave us. Build some new ones and put them around camp so that when we catch things, we can put them in there and they won't get away from us on the way to the Zoo.

##### 21. Backwards Day

Program:

Get out of bed backwards.

Put clothes on backwards.  
 Come up hill backwards.  
 Sit on chairs backwards.  
 Sing taps in the morning.  
 Serve breakfast backwards.  
 Lie in bed backwards.  
 Swim backwards.  
 Last only until nap because we'll be tired of it.

22. Harvesting:  
 Go to field and watch binder work.
23. Threshing:  
 Go to neighboring farm and see threshing.
24. Horseshoeing:  
 Watch the blacksmith when he comes to shoe the horses.
25. Hayrides:  
 Pile hay on wagon and all go on rides through the country.  
 Get off and walk and pick berries when we want to.  
 Evening hayride to Leonard to get ice cream cones.
26. All-day picnic:  
 Go far away from camp, hiking as much of the way as we can, have our picnic dinner there and come back just in time for supper.
27. Marshmallow Roasts.
28. Supper Picnics:  
 Every Saturday night.
29. Barbecue:  
 Roast meat on spit and have picnic.
30. Fourth of July:  
 Fire works and other surprises and games planned by counselors.
31. A big farewell party at the end.
32. Sometimes counselors will plan what we are to do and surprise us.

At the beginning of the season when the children discussed with the doctor the need for quiet before meals, they decided to play quiet floor games and sing during the noon period; at the evening period, they chose to listen to stories and make plans for future activities. Thus the evening period (5:00-5:30) became our planning time. Sometimes our plans were not completed at this time and we agreed to meet at another time.

The schedule permitted a long period in the morning, from the time cabin duties were finished until 11:30—really the choicest part of the day—for the children, except the group scheduled for riding, to pursue whatever activity they chose. To make them aware of the possibilities, to help those who were unaccustomed to directing themselves, and to inspire

them to put forth their best effort, we held under the trees in front of the cabins each morning what the counselors called an "Inspirational Meeting," which was attended by all the counselors and children, with one counselor in charge. Here such announcements as these were made by both counselors and children:

Child: "The baby chickens have hatched. The farmer took me to see them yesterday. He says we may keep them over here and take all the care of them if we fix up a place. Who wants to help us build a house? What counselor will help us if we need help?"

Swimming Counselor: "I'm going to be at the waterfront this morning. Who would like help with his swimming? Who would like to learn to dive?"

Campcraft Counselor: "Those who are going on their overnight hike meet me in front of Shaded Shelter, so that we can make our plans."

The bell for this meeting rang at 9:30. It soon became evident to us that some children had not finished their cabin duties at this time, while others finished much earlier and were wasting time waiting for the meeting, and were objecting. A good many children had never made beds, swept floors, cleaned bathrooms, and assumed responsibility for their own possessions before. Those activities were as important and significant to them as others the camp had to offer. They were eager to do them alone and to do them well. Attendance at this morning meeting necessitated hurrying and often doing a slipshod job. The counselors found themselves nagging children to finish on time, taking the joy out of cabin duties. To postpone the meeting was certainly not the solution for those more efficient ones who finished quickly. If anything, it encouraged them to dawdle. So the counselors sought for some means of helping the children to plan their mornings without a meeting.

A bulletin board, a large one with large, neat, legible printing of the activities available to them so that they might stand about in groups and make their plans was suggested. It was recognized that it would have less value if such a bulletin board were made and placed before the children. They must feel the need and share in planning it. So the children had a meeting in which all their objections to the morning meetings were discussed.

"Why do we need these meetings?" the counselor asked.

"To help us decide what we are going to do," a child replied.

"So that we'll all know what's going on," said another.

"What else would help us, if we didn't have the meetings?" the leader asked.

And some child (to the delight of the counselors) suggested a sign with all the things to do written on it and placed permanently where everyone could see it each morning.

"What do you like to do in the mornings? What shall we have the sign say?" the children were asked.

Thus evolved our bulletin board, a large, permanent one painted brown with orange lettering. The children directed it, purposed it, and planned it in detail, but did little of the actual labor of construction. It did not seem advisable to hold them to the degree of perfection necessary to make the thing permanent and inspiring. It also needed to be finished quickly to serve its purpose. It often happens, of course, as it did in this instance, that we fail to reach our ideal, since ideally the board could and should have been made by them. However, it served its purpose, was put into operation quickly, and satisfied them. On one side were listed the things to do in the morning and on the other side the things to do after nap, when a period of one hour or less occurred, according to the time when they awakened from their nap.

#### BULLETIN BOARD

##### *Things to Do in the Morning:*

Feed and care for pets  
 Make things on porch  
 Go on collecting trips for Zoo  
 Club Meetings  
     Photography Club  
     Dramatic Club  
     Butterfly Club  
     Indian Book Club  
 Write stories and poems for Newspecker  
 Hunt for quests  
 Make pictures for Newspecker or movies  
 Get ready for overnight hike  
 Take pictures with camera  
 Reporters gather news  
 Go down to the blind  
 Go boating and fishing  
 Special plans  
 Ride when scheduled

##### *Things to Do after Nap*

Take pictures with camera  
 Watch and read in Zoo

Read in library  
 Write letters  
 Make pictures  
 Write stories  
 Play floor games in main cabin  
 Play in barn (take counselor with you)  
 Swing  
 Teeter-totter  
 Sand box  
 Go boating and fishing  
 Make things on porch  
 Ride when scheduled

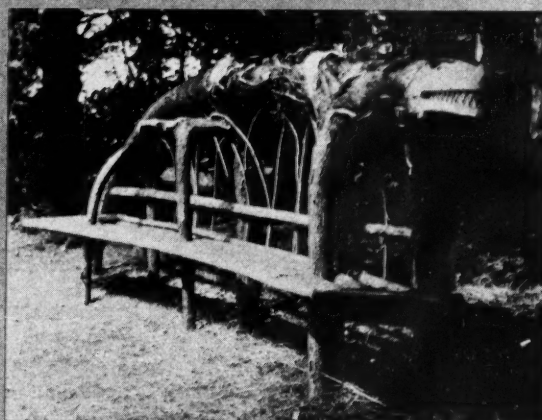
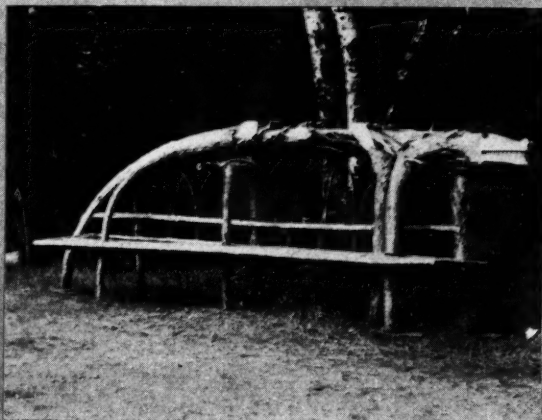
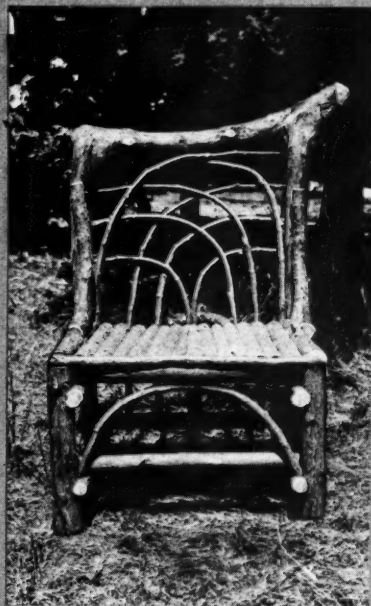
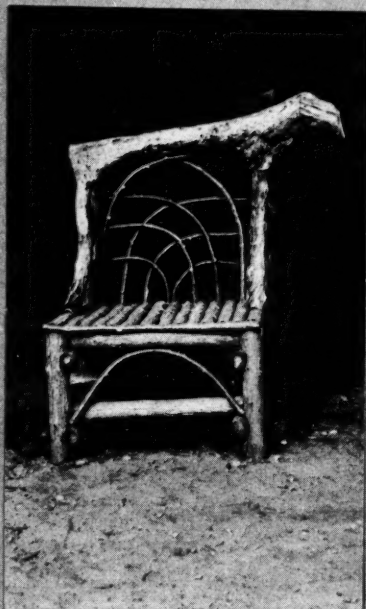
If bulletin boards could talk, our problems would have ended with the erection of this guide. But a kind of stimulation that had come from hearing what others were planning to do and what special plans were to be carried out that day was lacking. To meet this need and that of the youngest children who could not read, we stationed near the bulletin board a counselor who knew what special plans (such as the arrival of the blacksmith or the threshers, etc.) were being carried out, and who could help the children make their plans. This counselor was the same one who met with the children at their "before supper quiet hour" each evening and helped them to make plans for new activities. When a child had finished his cabin duties in the morning, he went to the bulletin board, consulted the permanent list of activities, asked what the special plans were (most of them remembered from having helped to make them in quiet hour the evening before) and then told the attendant counselor what he was going to do. She recorded each child's plan. This served the double purpose of giving us a record of the child's activities and of causing him to make a definite plan and to have a feeling that he should see it through. Stating his plan started him on his way with purpose and enthusiasm.

If this sounds as though the counselors did nothing but observe the children for six weeks, it is most misleading, for what we actually found was that helping the children to carry out their own plans took more ingenuity, more patience, in fact more of everything that good counseling takes, including many long hours of hard work; but it also brought more satisfaction, more joy, and many more of the intangible things which make a counselor's life worth while.

The children continued to keep their own  
*(Continued on Page 30)*



## Bizarre Benches of Cedar Roots



ALL PHOTOGRAPHS TAKEN AT CAMP FAIRWOOD, MICHIGAN

# Plans For A Council Ring

By

BERNARD S. MASON

**I**T WAS around a fire in the woods that the first men found their gathering place. Throughout the ages mankind has formed in circles around warmth-giving flames, and today the children of the wilds gravitate to the evening campfire as tired wanderers returning home. The council ring is a glorified campfire circle. So vital is it to the scheme of camping that it is hard for me to visualize an organized camp without it. When constructed in the proper way, beautified with intriguing symbolism, and glorified with ritualistic ceremony, it becomes the spiritual center of the camp. It sym-

bolizes that precious thing called camp spirit. The drum beat of the council ring is the heart beat of the camp.

In its plan and its use, the council comes to us from the Redman. It was Ernest Thompson Seton, however, who gave us its adaptation for camp and the many uses to which it may be put in programming.

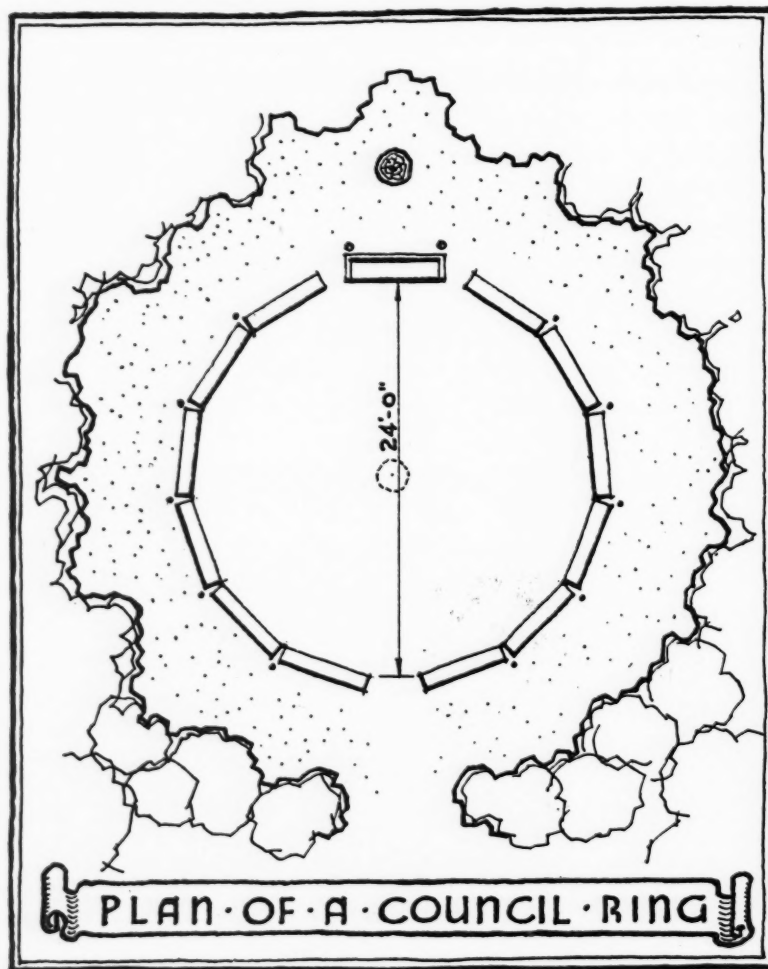
Select a beautiful spot for the ring, high up if possible but certainly deep in the woods. It should be away from lake or brook far enough so that no sound of waves can be heard; far away, too, from stables and kitchen so that

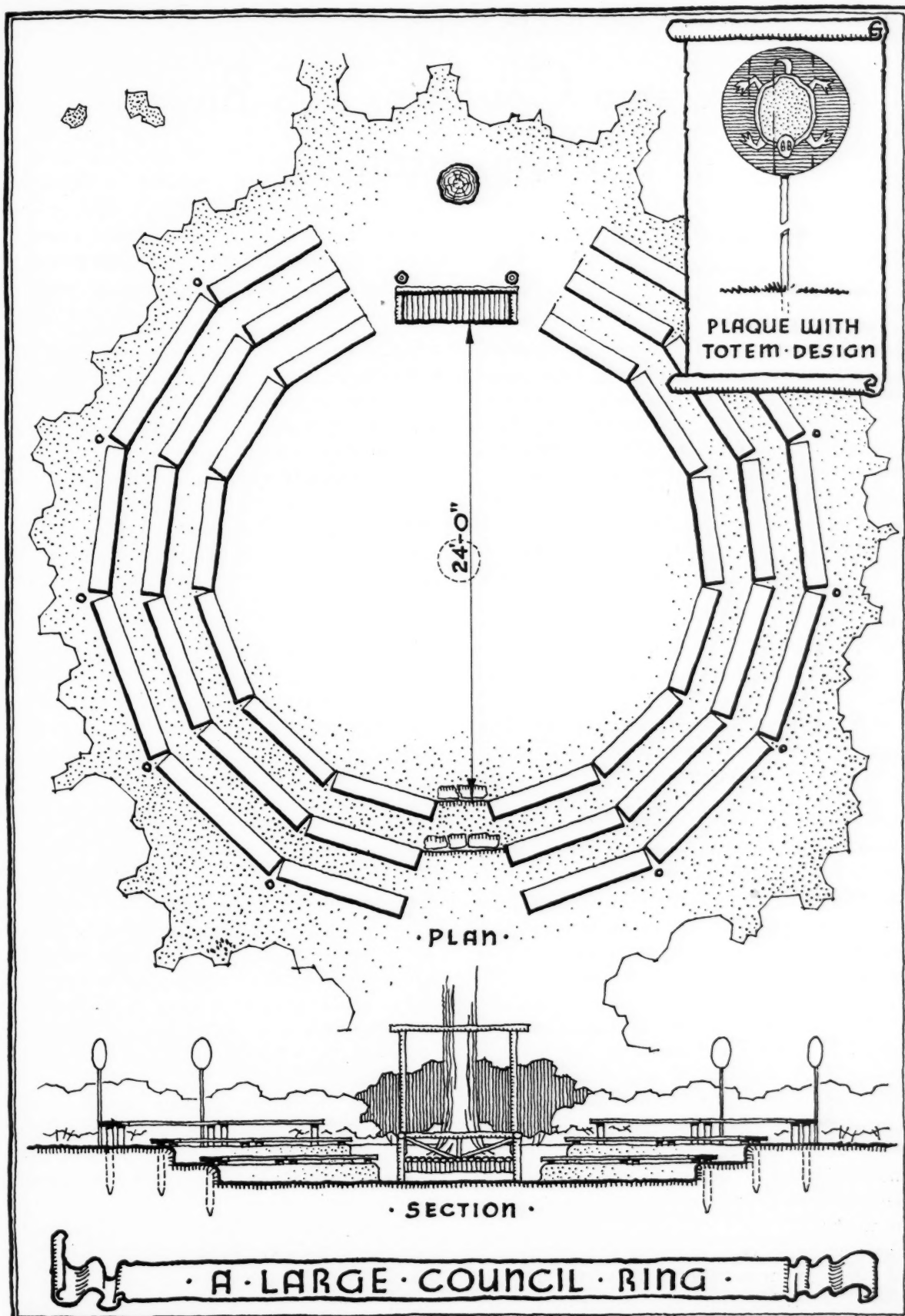
their noises cannot penetrate. The spot must be absolutely level and if possible so surrounded by trees and bushes that it is hemmed in by a wall of forest.

The ring proper is *twenty-four feet across*. Row after row of seats may be placed around it if necessary, but experience has proven that the inner circle should not be more or less than twenty-four feet in diameter. If the ring is to be used exclusively for dancing, the diameter might be increased slightly, say to twenty-eight feet, but most camps will want an all-purpose ring for story telling, games, ceremonies, and dancing; and this being the case, the standard width of twenty-four feet should be rightly adhered to.

If possible select a large tree as the focal point of the ring, in front of which the council rock is to be placed. This "rock" is the bench on which the chiefs and dignitaries sit, and in front of which most of the activities

(Continued on Page 29)







A Camp Director Chats to His Counselors—

## The Camp Counselor as a Business Administrator

The Fourth of a Series of  
Counselor Talks

By

C. WALTON JOHNSON  
Director, Camp Sequoyah

**I**N THIS, the fourth article on Counselor Training, we will consider the more practical aspects of the counselor's job. Regardless of how successful a counselor may be as Companion and Guide, and as Instructor, and no matter how correct psychologically and sociologically his approach to all the other aspects of his job as camp counselor may be; yet, if he fails in his business relationships, he will soon bring himself and his camp into disrepute. Many people engaged in religious, social, and educational work feel, perhaps unconsciously, that the worthiness of their cause is sufficient to condone many business mistakes on their part.

It is easy to understand why counselors have difficulty in dealing successfully with mental and emotional maladjustments, but there seems no good reason why intelligent men and women cannot learn a few simple yet fundamental business practices. The business affairs of any organization or institution are largely made up of many small business matters—mere details in a day's business. Not one of these small business transactions requires more than average intelligence, but the proper handling of each one is vitally essential to the smooth operation of the business. And the organized summer camp is a business and should be operated in a business-like way. Since the larger private camps employ from twenty-five to seventy-five counselors, even the most efficient and experienced business manager cannot maintain a smooth-running, business-like set-up if many of these counselors are continually "gumming up the works."

For example, one counselor who accompanied a boy to camp kept this boy's return railroad ticket in his trunk all summer and forgot he had the ticket. The camp had to buy the

boy a new ticket when he went home and then go through the lengthy process of getting a refund from the railroad company on the unused ticket which was later found by the counselor. Another good way for a counselor to get the camp in difficulty with a parent is to pack away in his trunk a check given for a camp fee until after there has been an exchange of several letters between the camp and this father regarding the "unpaid" fee. Some counselors even lose railroad tickets and money entrusted by parents to them before they get to the camp. Some never seem to be able to handle baggage properly, not even their own.

Some counselors have caused no end of trouble by selling to and buying from campers. One counselor sold his riding boots to a camper who was not even taking riding. This boy's irate mother returned the boots and demanded a refund of the money. All of this had to be handled by lengthy correspondence after the camp had closed. A tirade of unfriendly criticism and the loss of this boy was a dear price to pay for this counselor's effort to get rid of a pair of boots. Some counselors have the habit of borrowing tennis racquets, kodaks, and even clothes of campers. It is easy to imagine the tenor of a reply to a request for a check to pay for restringing a racquet that was worn out by a counselor.

Another illustration of poor business judgment on the part of a counselor is the case of the counselor who deprived his boys of their desserts as a form of punishment and then ate these desserts himself.

The improper handling on the part of the counselor of his own business affairs is a reflection on his camp as well as himself. This fact should be made doubly clear to all counselors before they arrive at camp. If local credit is

given a counselor, it is usually given because of the counselor's connection with a local camp of good reputation. A counselor has no reason for running up any bills with local firms or individuals which he cannot easily pay by the end of the camp season. To go away leaving unpaid bills to embarrass his director and lower the reputation of his camp is most reprehensible. One counselor left a rather large cleaning and pressing bill which was never paid. In such instances the creditor not only questions the integrity of the counselor but wonders why that camp could afford to have such men on its staff. The case of the counselor who borrowed an auto and wrecked it and was unable to pay for the damage should make all counselors prefer the "ankle express" to borrowing cars.

The counselor who gives the most trouble, perhaps, is the one who tries to save the director trouble by handling those business and disciplinary matters by himself, which eventually must be brought to the attention of the director. One counselor assumed full authority in handling an alleged theft and administered injudicious punishment. When the parent learned that the director knew nothing of the incident the director was not only greatly chagrined but received a more severe condemnation from these parents for having such a counselor on the staff, than did the counselor who committed the offense. The everlasting ill-will of this family was the result of this counselor's attempt to save his director the annoyance of handling a petty theft. The counselor who wants to save the business office some trouble by making train and hotel reservations for a camp patron and forgets to make the reservations, or if he does, and later finds that the business office has attended to the matter, making it necessary to cancel one set of reservations, only adds to the embarrassment of all concerned.

The art of letter writing, as far as content and literary expression are concerned, is difficult to acquire, but the simple mechanics of letter writing can be acquired by any man or woman sufficiently intelligent to be considered for a counselor position in a summer camp. Many good camp positions have been lost by the failure of an applicant to give the date and address in his letter. Many people lazily assume that if they have once given their address in a letter that is sufficient for all time to come, or until they have a new address. Why should a

business executive, or a camp director, be expected either to memorize the addresses of the hundreds of people who write him, or to look up Miss Blank's address in the correspondence file every time he has to write her? The name of those who never date their letters or just put "Friday P.M." or "Monday A.M." is legion. What does "Friday P.M." mean six months hence, or even two weeks later for that matter? Then there is the counselor applicant whose letters are written on a typewriter with clogged type face that are never even treated to an annual spring cleaning. As these letters come, one after the other, each a little more befogged than the former, one has visions of dirty ears, soiled linen, and ring-streaked necks.

The counselor who caused some good prospects for his camp to go to another camp because he omitted the titles "Mr." and "Mrs." from the addresses on the envelopes when writing these parents, and who failed to be invited to return to that camp the next summer because he addressed the director in the same way, is still wondering why he was not wanted back. His next summer was spent looking for a job. There are few discourtesies that are so totally inexcusable as the failure to reply to a letter of honest import, and reasonable requests. The man or woman who receives a letter from an employer asking if he or she would like to make application for a position and is so smug in his or her conceit over the fact of having a position at the time as to think that they can treat such a letter with utter indifference and no reply, betrays not only a foolish conceit but a weakness of character.

Every business-like camp director will have a business contract with all of his counselors. Every counselor should insist on such a contract which should be so drawn up and so worded as to set forth in terms that cannot be misconstrued the remuneration the counselor is to receive and his or her major duties. The contract should cover every sort of contingency that could arise so that there will be no possible ground for misunderstanding later, even in event of the death of either party. It is understood, of course, that a business contract can be honorably broken only by mutual agreement of the contracting parties.

This article will not attempt to consider the duties and practices of a camp Business Mana-

*(Continued on Page 26)*

# What Shall We Do For the Midget Campers?

EDITOR'S NOTE.—This article has been prepared from the record of the seminar on *Programs for Younger Campers*, conducted by Taylor Statten at the annual conference at Detroit in February. It represents the pooled ideas of about one hundred directors of camps for boys and girls.

## Some Program Suggestions for the Littlest Ones

**I**N a camp that represents a wide age range, the youngest campers find themselves living in a world of older folk. The camp itself is built for the older ones—the equipment is large-sized, the benches and chairs are over-high, the cots over-long, etc. In those activities in which all campers participate, the midgets often find themselves eclipsed in a world of people with greater strength, ability, and experience. The result is that they must strive over-hard for adequate self-expression and recognition. Furthermore, the whirl of activities which may constitute normal living for older campers

may prove to be over-exciting to them. All of these aspects of the situation point to the fact in a camp of mixed ages, life may be a little over-challenging and over-stimulating to the little ones, and consequently over-fatiguing to them, unless intelligent supervision is exercised.

Perhaps at no other age does camping offer more glamour and intrigue. The little folks are ardent campers—and successful ones. The intelligently administered camp gives to them all the glorious adventure that the magic word “camping” brings to their minds, yet safeguards them at every turn.



Courtesy Cheley Colorado Camps





*Courtesy American Forests*

### *A Camp of Their Own*

The ideal arrangement is a separate camp for those six to ten years of age. If they must be housed on the same camp-site with the older campers, certainly they should be segregated as much as possible in a "camp" that they feel to be all their own. And ideally this camp should be built to their size, with equipment reduced to accommodate little hands, chairs and benches lowered to fit little legs, etc. The program, too, should be designed to fit their capacities so that they will not be called upon to struggle unduly for recognition among those who are sure to defeat them.

Experience indicates that the younger campers need the most mature leadership that the camp can offer. Many directors feel that the younger the campers, the older the counselors should be. Younger counselors usually fail to sense the needs of young children, lack the necessary patience, and often do not possess the parental attitude. The older counselor quickly takes on the father's role in the eyes of the children. Some directors feel that the use of women counselors solves the problem of cabin counseling among the youngest boy campers, the point being that men have neither the inclination for the task nor the understanding

that women possess. If men counselors are used, many feel that certainly there should be a woman—the nurse or camp mother—near at hand to assist.

How much should be expected of young campers in the way of cabin clean-up? There is usually more things to clean up than in other cabins, and the campers have less capacity for doing it well. Certainly they cannot do it all, nor as much as do the older campers. They should not be expected to meet the same inspection standards as the older campers. The emphasis should be placed on developing *habits* of cleanliness and orderliness, rather than on clean living quarters for their own sake.

### *Guarding Against Fatigue.*

Recognizing the danger of fatigue and overstimulation as all camp directors do, the question of adequate rest for the youngsters becomes paramount. It goes without saying that they need more sleep than the others, and more safeguards to guarantee that they are not kept awake after retiring. A fully protected rest hour is vitally necessary, and it must be a period of complete rest. Some suggest the use of screens between cots during the rest period to reduce disturbing elements to the minimum.

*(Continued on Page 27)*

# The Group Work Process in Camping

## *Counselor and Other Camp Groups*

By

LOUIS H. BLUMENTHAL  
Past President, Pacific  
Camp Directors Association

EDITOR'S NOTE.—This discussion is the continuation of the sixth installment of Mr. Blumenthal's work on the Group Work Process in Camp. The concluding chapter will appear in the May issue.

WE WILL pass over briefly some of these other groups. What can be said about the utility group, those who are working in the kitchen, on the grounds, the trucks or the boats, is that very frequently it is completely forgotten. At the close of the day's work, they may stroll alone back to their tent, to their newspaper or their magazine, and except for the purposes of work, may be entirely unrelated to the spirit of camp. Where there are large numbers of utility men, they form their own groups and, as with the counselors, develop their own code of behavior which is fairly well determined by the degree of recognition and response they receive from other camp groups. It is somewhat more difficult with this group to get them to maintain, for example, the standards of cleanliness in the upkeep of their own tent. Removed as they are from the main currents of camp life and its standards, they fail to come under this influence. Not having developed a group morale to sustain these standards they relapse into carelessness. This group secures a feeling of belonging when invited to join in with the counselor group in its parties, socials and, with the camp group, in its plays, pageants and entertainments, as audience or participants. Slow at first in responding to such invitations, as they get the feeling of being wanted, their contribution to the camp life increases. Sometimes a caste system develops in camp, where in the hierarchy of groups, the utility group is assigned to the lowest level, even though the members of the group come from the same social economic background as the counselor group. By pointing out the importance of the work these men are doing, how essential and vital their services are, by the fellowship extended to them by the director, by welcoming their suggestions for the good of camp—by

these and other means, the patterns of reactions to them by others are conditioned. At times, however, a utility man may lack the social graces, the education and the personality to fit in with the rest of camp. In this regard, he may have been poorly chosen even though effective as a worker. For in a small camp, in particular, he may be the only undigested, unassimilated individual in the group who may become, because of his lack of communication with others, a source of difficulty that is apt to become contagious.

The office staff group by the nature of their work and their close relations with the director tend to take on the attitudes of the director and in a sense become his representatives. Being closely identified with him in regular association, their interests tie in very closely with that of camp. They are apt to feel very much at home and to secure a sense of belonging although here, too, they need to be encouraged to participate in general camp programs.

The neighboring community, while not an integral part of camp, is still a part of it. Its support and cooperation, its good will and fine opinion of the camp, tend to stimulate morale of the camp itself. Usually camp is dependent on the neighboring community for its supplies, or its mail, or its telephone service, for its medical staff, its mechanics. Falling out with individuals in this group may entail hardships. A sense of pride rises in the hearts of counselors and campers when their camp is well thought of by neighboring groups. Their rights, their laws and their regulations should be respected and observed if their good will is to be maintained. They become good friendly neighbors when they are invited to participate in some of the camp activities. Frequently in turn they will invite the camp to some of their own af-



fairs. Thus the sharing of experiences promotes friendliness and good will. The director cannot afford to overlook or neglect the needs and requirements of the neighboring community.

Of the parents group there has of course been a good deal of controversy as to the relation of camp to it. While there are any number of practical reasons for restricting the activities of the parent group at camp, these do not justify a camp attitude of aloofness. There is no reason why, under restriction and limitation, where necessary, the parent group should not enjoy as full participation as possible in the life of camp. Through visits and conversation with director and counselors, actually camping out on the camp-site on week ends or specially designated periods, the parent receives first-hand information concerning camp. As this group moves in the community, with it goes an understanding and interpretation of the camp. Whether primarily the children or the parents determine the selection of the camp, the fact remains that camper attitudes are frequently entirely or in part determined by the parents. Parent cooperation and understanding of camp needs, objectives and requirements aid in the group life of camp. Where parent groups can share in the building up of the camp program through their suggestions and criticisms, or where as a parent group they are invited to participate in discussion of camp problems, the group process is being wisely employed. Furthering this process are the regular issuance to parents of the camp journal, occasional meetings throughout the year and personal contacts through visits to the homes. What the camping movement needs as much as anything else is the enlightenment of parents on camp objectives and in training them to appraise and evaluate camping experiences. A sad or unsatisfactory experience at one camp may stamp in the mind of the parents, in their present state of knowledge, blanket prejudice against all camps. Each camp owes it to itself and to the other camps to bring to the parents in the community that information and discrimination which will safeguard the maintenance of at least minimum standards in all camps.

For others, in the home community group, who have no contact with camp, this should be made possible by their visitation through

invitation, or vicariously through camp meetings, re-unions, through moving pictures of camp, plays, exhibitions. The opinion of the general public toward camp, while intangible, is exercising influence nevertheless. There is great public interest in camping because of its interest in children, the appeal of the out-of-doors, plus the additional fact that it feels camps are "doing good" for the youth. To some members of the community the camp experience is enhanced in their minds because in their youth they were deprived of it. As the home community is sold to the camp its reputation spreads. By contagion, its prestige is transmitted to parents and campers so that before the actual camp experience there is a predisposition to react favorably. Good morale in camp can be traced, in part, to the efforts of this sort of public opinion.

The last non-camp group to consider is the camp committee. Committees in general are sometimes mentioned as things about which to joke. Camp directors have mixed feelings with regard to this group, depending upon their experience. However, it can be of service when the members selected are interested, intelligent, mature, and competent. The group becomes ineffectual where the selection is too much on the basis of prestige, finance, social position. Unity, cohesion, purpose, morale, develop in this group, as in camper and counselor groups. Under competent leadership and with sharing of responsibility, its interest is in large part commensurate with the amount of effort and work expended. The director can provide for them satisfying experiences through tasks that are not beyond their ability so that they will achieve success. It should not be difficult to enlist participation, for camp is romantic, vital, and stimulating to the imagination. Children and the great out-of-doors are appealing. As interpreters of camp to the community, and of the community to the camp staff, the committee has a definite function. It can serve as a testing ground for new ideas, for their reaction frequently is a good sampling of the community.

This discussion of the many groups on camp is a reminder that camp is a slice of society which is also confronted with the problem of getting its component groups to function effectively not only in their own interest but in

*(Continued on Page 28)*



## The Camping Magazine

THE OFFICIAL JOURNAL OF THE  
AMERICAN CAMPING ASSOCIATION, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

*Editorial Board of the American Camping  
Association, Incorporated*

Barbara Ellen Joy, Chairman	Mary Edgar
Emily Welch	Julian Salomon
C. Walton Johnson	Boyd Walker
L. L. McDonald	

*Advisory Editors*

Ernest Thompson Seton	Lester F. Scott
Elbert K. Fretwell, Ph.D.	Mrs. Paul Rittenhouse
John Collier	William G. Vinal
Sidonie Matsner Gruenberg	W. E. Longfellow
Jay B. Nash, Ph.D.	Laura I. Mattoon
Paul Hanly Furfey, Ph.D.	Frank H. Cheley
Hedley S. Dimock	Albert Van S. Pulling
Elmer D. Mitchell	Augustus D. Zanzig
Rosalind Cassidy	Fay Welch
H. W. Gibson	Louis H. Blumenthal

Vol. IX

April, 1937

No. 4

## Three Kinds of Research

Why research? What is its purpose? What will it accomplish that will justify the huge expenditure of time and money? On the face of it, it would seem that the objective in camping research would be to ascertain facts that would lead to more intelligent and satisfactory practice, that is, to camps more intelligently directed and more efficient in the attainment of the objectives of camping.

That much seems reasonable enough. But we must remember that not all types of research have this as their purpose. Now that the camping movement is embarking on a program of research, it would do well to examine the research experience of other agencies and to study the objectives of various types of research experts. This would not only assist us to clarify our thinking but would avoid pitfalls.

Roy Sorenson has thrown some interesting sidelights on the kinds of research in suggesting the following three types: pure, manipulative, and educational.

First, we have *pure research*. In this approach research is its own end. Little or no thought is given to the use that will be made of the information, or even to the matter of whether it will have any usefulness. The adherents to this type are driven by a desire to hunt down facts and store them away. They concede that reformers, educators, or practi-

tioners may sometime want to use these facts, but to them the major passion is for finding them. Such studies are carried on entirely independently from the "consumers" of the research, the practitioners. They are written technically and their meaning for practice must be mined out by those who want it.

Secondly, there is *manipulative research*. Such research is often instituted by executives or administrators who seek justification for some personal or selfish move. They set out to find facts that will prove a point they had in mind before the research started. Under the respectable cloak of scientific research, they seek to cover up and justify manipulations or changes in personnel or other action deemed necessary before the studies were undertaken and for which they were instituted.

Lastly, there is *educational research*. In this approach the objective is not only to ascertain the facts but to interpret them and apply them to practice. It is a cooperative enterprise between the researchers and the practitioners. The people who carry on the programs—the consumers of the results of research—help formulate the problems, determine methods, gather such data as they can, scan the data for their meaning, and formulate the recommendations about practice. Through this process, understanding on the part of the "consumers" or practical leaders gets developed "in transit" and the results readily pass into practice.

In which of these approaches is the camping movement interested? *Pure research* leaves the camp director high and dry—it gives him nothing he can get his hands on and put to work. He asks, "Unless this research results in better camp practice, why bother with it?" And he is right. If a problem requires the techniques of pure research, certainly it should not be considered completed until an adequate program of interpretation is undertaken.

*Manipulative research* is not research at all.

*Educational research*, however, rings true to every test that can be applied whether by scientist or practical workers. Under the guiding hands of adequately trained directors and technicians, it will not be found wanting in scientific method or accuracy. Formulated by camp directors themselves, it will not be lacking in practical application. It is precisely the approach that is utilized by the Research Committee of the American Camping Association.

## NEWS FROM HERE AND THERE

### Statten Announces Program for Canadian Conference

Attracting widespread interest in both Canada and the United States, the Canadian Camp Conference will convene in Toronto April 9th, 10th, and 11th. Under the able leadership of Taylor Statten, a program of rare attractions is being formulated. As feature attractions, Mr. Statten announces Fay Welch of the College of Forestry, Syracuse University, and Bernard S. Mason, Editor of the *CAMPING MAGAZINE*. Assisting Dr. Mason in presenting the "romantic way in camping" will be Jim C. Stone of Cincinnati whose Indian dancing is achieving far-flung popularity. The complete program will be published shortly.

### Counselors' Training Course Established in North Carolina

Of special interest to Southern Camp Directors is the announcement that a Counselors' Training Institute will be established at Camp Sequoyah, Asheville, N.C. by C. Walton Johnson, director of Camp Sequoyah, open to all men and women desiring training for camp leadership. The dates for the Institute are June 15-29. Two weeks of intensive training will be offered counselors through courses in Personal Counseling and Guidance, Principles and Methods of Group Leadership, Personality Development in the Camp Situation, Recreational Leadership, Methods and Techniques for Teaching Arts and Crafts, Nature Lore, Woodcraft, and Music.

The faculty will be composed of men and women of outstanding ability in the field of camping. Those interested should write C. Walton Johnson, Box 60, Weaverville, N.C. for rates and detailed information.

### Interesting Program of Meeting in New York

The New York section has replaced the traditional large meeting of its entire membership with an interesting policy of small groups meeting simultaneously. The meetings usually take place at the Y.W.C.A., 135 East 52nd St., New York City. Two such gatherings took place in March, covering the following topics:

*Selection, Purchase, and Maintenance of Camp Equipment*, by William Stump.

*The Thrill of Becoming a Camp Naturalist*, by Roger Peterson.

*Music in Camp*, by Ann Holden.

*Understanding Your Environment from the*

*Standpoint of Geology*, by Mr. Bingham.

*How to Reduce Overhead and Operating Costs*, by L. N. Booth.

*Trips*, by Robert Denniston.

### Twelve Adventures in Camping

George Washington University is presenting a course entitled "Twelve Adventures in Camping" on twelve Thursday evenings in Washington, D.C. It is the fifth counselor training course presented by this university in cooperation with the Council of Social Agencies. Speakers of national prominence are being featured. The chairman of the general meetings is Lewis Barrett; of the handicraft section, Jacquelin T. Smith; of the nature section, Lillian Smith; of the campfire section, Margaret Cross.

### Summer Training Course for Counselors in New York

The Third Training Course in Camp Counselorship and Camp Administration will be conducted during the summer season at Surprise Lake Camp, Cold Springs, New York. This camp is conducted by the Educational Alliance and Y.M.H.A. of that city, and is directed by Max Oppenheimer. The course is designed to provide a background of practical experience and theory for young men intending to qualify as camp counselors, specialty counselors, and administrators. It is operated both in short terms of two weeks and a long term of all summer. A large staff of resident and visiting experts comprise the faculty. Those interested may correspond with the director.

### Successful Conference in St. Louis

The St. Louis Section held a very successful two-day conference at the Chase Hotel, St. Louis, on March 12 and 13. The theme of the conference was two-fold:

1. To educate the public as to what to expect in and from camping.

2. To indicate to the professional group recent trends in camping.

Dr. Hedley S. Dimock, President of the Chicago Section, was the conference leader. He spoke on the following subjects:

To the Parents: "What To Expect from a Camp"

To the Group: "Current Trends in Camp Programs," "Leadership," "The Carry-over of the Summer Camp Into the Child's Winter Life."

Other topics which were discussed during the conference were A Program Symposium, Health and Safety, Counselor Training, and Discipline.

## ON THE TRAIL OF NEW BOOKS

### Beaver Pioneers.

By Wendell and Lucie Chapman (New York: Charles Scribner's Sons, 1937) 153 pages. \$2.00.

At last the beavers are getting a break. Their press agents have been all too few in the past, considering the stellar role that these little geniuses play in the enterprising drama of the wilds. Last month we reviewed a grand little story about them, *Sajo and the Beaver People* by Grey Wolf, and now comes this gripping episode to add further to their glory.

There is more here than a compelling yarn that keeps one up to the wee small hours once he starts it. There is a mass of information about these busiest and cleverest engineers of the woods—authentic information gathered through personal observation by authors who spent long years in friendly contact with them. The book not only entertains admirably but leaves one with the feeling that he knows these ingenious little pioneer builders, their trials and problems, their joys and loves, their wild friends and enemies. It introduces us to a pair of beavers, Notchtail and Blackface, whose true life struggle makes a mighty good yarn, full of excitement and no little pathos.

As nature education, the book is admirable and authentic. For camp use, it is great stuff. It is the ideal type for the camp and outdoor library.

Not the least significant phase of the book are the excellent photographs of wild beavers and other animals by Wendell Chapman, which, by the way, were not taken at long distance or by mechanical camera-trap devices.

—B.S.M.

### Whittling and Woodcarving.

By E. J. Tangerman (New York: McGraw-Hill Book Company, 1936) 293 pages, \$3.00.

Now and then a book comes along that not only seems wholly good, but impresses one as the best in its field. Such is this attractive volume on the whittling and carving of wood—it seems to put the whole art on a loftier and finer plane. Furthermore, it falls so completely within the realm of camping that one wishes that every camp had it on its bookshelf. There is a chapter on rustic projects for field and camp, chuck full of good wrinkles, which alone would be enough to recommend it to camp folks, even if the remainder of the generous volume were not as full as it is of material that is applicable to the outdoor setting.

The simple, garden variety of whittling is combined with the delicate art of woodcarving in this one volume. We are taken from such simple whit-

tling as chain, ball-in-a-cage, and fan projects to caricatures of animals, birds, people, ships-in-bottles, and surface decoration. In the woodcarving section we hear of low and high relief, in-the-round, inlay, intaglio, and applications of woodcarving in interior decoration. There are more than 450 illustrations.

—B.S.M.

### The Trailer Home

By Blackburn Sims (New York: Longmans, Green & Co., 1937) 128 pages, cloth, \$1.50

The publishers are anxious that we know that the author of this book has traveled 150,000 miles in a trailer, and therefore is not only an authority, but an enthusiast. Such evidence of his enthusiasm is scarcely necessary for it stands out on every page—he writes with an animation born of a first love for this type of adventuring.

This is a guide to the open road in a trailer wrought out of the joy and pain of trial and error—it is the distilled wisdom of much experience. No plans are here for building a trailer, but much wisdom is offered on purchasing one. We are told how to equip the trailer right down to the minutest details, how to arrange the interior, how to drive with a trailer under all types of conditions, and how to camp the trailer way. And all is set forth in breezy and interesting fashion.—B.S.M.

### Who Shall Survive? A New Approach to the Problem of Human Interrelations

By J. L. Moreno. (Washington: Nervous and Mental Disease Monograph No. 58, 1934). 439 pages. Cloth.

Those who are interested in the sociological aspect of camping will find this research very interesting although it was not carried out in a camp setting. The author has devised a technique by which the relationship of every individual to every other individual within the group can be measured, and thus the real social organization of the group discovered. The core of this method was that each individual in the community studied, recorded in order of preference the five persons she would like to have live in her cottage; thus the leaders, "stars," mutual pairs and isolated individuals became apparent, and the dynamics of the intra-group relationships revealed.

An extension of this technique to the camp setting would be very illuminating, especially if it were applied at varied intervals and the changes in the group relationship observed.

—Mary Northway.



# Now! an easy, economical way to KEEP CAMP MENUS APPETIZING!

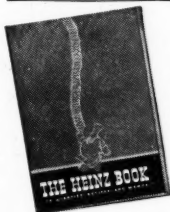
No fuss, no bother and better-tasting meals with Heinz ready-prepared foods, camp directors agree.



KEEPING camp menus on a par with home cooking is easily accomplished with Heinz 57 Varieties! These famous, ready-prepared foods are served and enjoyed by the best of families regularly. And today, the added fact that they're available in a wide variety of different-sized packages is making them preferred more and more for camp use!

Delivery troubles and a world of fuss and bother are done away with once and for all when you use Heinz home-style foods. So are losses resulting from unusable leftovers. And Heinz renowned *quality* reputation makes the serving of Heinz foods a strong selling point with parents!

Stock up this summer with tasty items selected from the 57 Varieties! Get the full benefit of their time-saving, *money*-saving advantages. See for yourself how easily they'll make it possible to serve tempting dishes at every meal! There's a free copy of Heinz Book of Quantity Recipes awaiting you giving full details. Write for it — and Heinz Meat Cookery and Salad Books as well. All are free to Camp Directors. Send in your request to H. J. Heinz Company, Dept. 46, Pittsburgh, Pa.



**FREE!**

New ways to prepare appetizing meals for large groups at low cost are carefully explained in Heinz Book of Quantity Recipes! Write for it!

**Heinz**

**57**

**VARIETIES**

**57**

Some of the  
Varieties You'll Want  
For Camp Cooking!

SOUP (22 KINDS)  
KETCHUP AND CHILI SAUCE  
BEANS (4 KINDS)  
TOMATO JUICE  
MUSTARD (BROWN AND  
YELLOW)  
COOKED SPAGHETTI  
COOKED MACARONI  
VINEGAR (4 KINDS)  
PEANUT BUTTER  
APPLE BUTTER  
FIG AND DATE PUDDING  
RICE FLAKES  
FRUIT JELLIES  
PICKLES (6 KINDS)  
RELISHES (2 KINDS)  
OLIVES (3 KINDS)  
OLIVE OIL  
57 BEEF STEAK SAUCE  
WORCESTERSHIRE SAUCE



## Leading Camps Use Cape Cod Boats

More Cape Cod Boats are raced and sailed at boys' and girls' camps, yacht clubs, schools and resorts than those of any other builder. For over a generation, they have been well and favorably known.



DOUBLE-ENDER

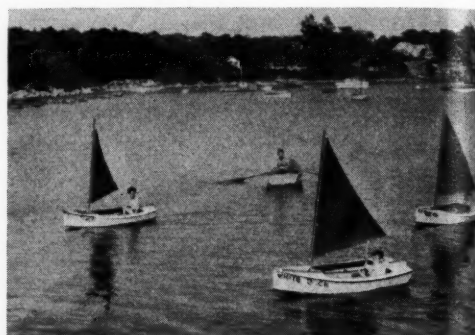
**SAIL BOATS**  
7 to 28 feet long

**ROWING SKIFFS**  
7 to 14 feet long

**PLAY BOATS**

**LANDING FLOATS**

**DIVING BOARDS**



MIDGETS WITHOUT JIBS



TERN KNOCKABOUT

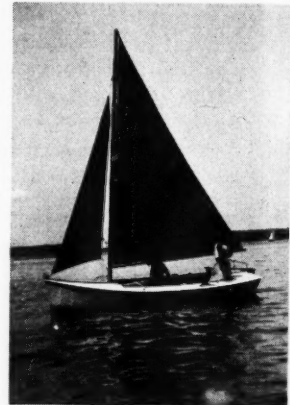
Cape Cod's Fleet ranges from inexpensive 6- to 10-foot Play-boats for youngsters to widely used 15- to 23-foot modern, racing knockabouts for older boys and girls. All are sturdily built of excellent materials. A tested program of water sports in Double-Enders, for 6- to 12-year-olds, is available. Midgets and Terns are low-priced and splendid for first sailing lessons. Several moderately priced 12- to 15-foot designs are in stock. Baby Knockabouts are the largest class of 18-footers in the United States.

No Cape Cod Boat will sink, even if filled with water. They are safe, staunch and proven by years of experience. Join the rapidly increasing number of camps offering sailing as an organized sport.

Send Today for Our New, Large Catalogue

**CAPE COD SHIPBUILDING CORP.**

BOX W, WAREHAM, MASSACHUSETTS



BABY KNOCKABOUT

### Camp Pow-Wow—

The second annual Camp Pow-Wow conducted by New York University and *The Camping World* will be held in the George Washington Hotel, New York City, April 27, 28, 29, 1937. Meetings of interest to camp directors and counselors will attract many in the New York Area. Motion pictures of camp activities, a session on camp management, and exhibits will be features of this three-day session.

### Human Crop—

*Human Crop* is the title of the new motion picture, publicizing organized camping, recently produced by the

Department of Interior, and made available by them to all camp directors and interested groups. The film is available both in the 16 mm. and 35 mm. size, but it is for sound projection equipment only. It may be had by communicating with the Division of Motion Pictures, Department of Interior, Washington, D. C.

*Human Crop* shows graphically the need for organized camping facilities throughout the country, especially for the people of the lower income groups living in large cities. The story is one of intense human appeal which will hold the interest of any audience. It is entirely modern technically.

## LEATHER CRAFTSMEN!

Take advantage of our low prices and fast service. We carry a complete line of leather, tools, and accessories for the amateur as well as the professional craftsman.

Send today for free price catalogue and samples.

**DEARBORN LEATHER COMPANY**

834 MICHIGAN AVENUE

DETROIT, MICHIGAN

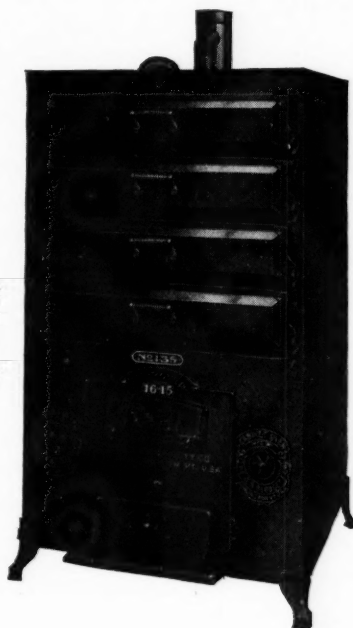
*Our advertisers deserve your patronage—Please mention The Camping Magazine.*

# There's A Reason

why so many campers now use

## BLODGETT OVENS

In camp there is nothing quite so healthful as good baked food, and for those who prepare it there is nothing more welcome in the camp equipment than a Blodgett Bake Oven. Here is a little food for thought in connection with your baking problems while you are making plans for next summer's outing. The Blodgett Oven bakes practically all kinds of food in the



usual quantities and with great uniformity. It is easy to install, easy to operate and saves time and labor. Besides it is economical to operate. No wonder, then, so many of them are already in use and giving satisfactory results for hundreds of camp owners and summer resorts. Inquire now about the new prices. Made for wood and coal, gas and electricity.

### Many Features

Uniformity of quality is, of course, an outstanding feature of the Blodgett Bake Oven, but special features such as low cost of operation, removable shelves and doors, and the ease with which it can be installed should not be overlooked. It bakes evenly and is truly the ideal cooking equipment.

WRITE TODAY  
for  
BOOKLET and DETAILS

### Plenty of Space

Simply by lifting a small swing latch the door and shelf of the Blodgett oven are easily and quickly removable, making double space available for roasting large meats and turkeys, etc. Write today for booklet and further details, or order direct from your equipment dealer.

**G. S. BLODGETT CO., BURLINGTON, VT.**

### The Weltini Camera—

Burke and James, 223-225 West Madison Street, Chicago, Illinois, have introduced the Weltini Camera into this country. It has already proved a sensation. All amateur and advanced photographers will undoubtedly want to inspect this excellent addition to photographic equipment. The miniature worker will welcome the advent of the Weltini. It produces 36 negatives at one loading. The Weltini features a built-in range finder (automatically coupled to lens) which also acts as a view finder. Needle sharp pictures are obtained always. Also, the sensational automatic return to "infinity" places the Weltini in a class by

itself. The new "push button" shutter release represents a revolutionary advance in fine camera design, enabling shutter speeds of  $\frac{1}{2}$  second with the camera held in the hand. It comes equipped with any of the following lenses: Zeiss Tessar F:2.8, Xenon F:2, and Xenar, F:2.8. It has a chrome finish and leather covered aluminum body. It is worthy of your examination.

Burke and James also have had a ready sale in the photographic field of their dark room time clocks. In addition to these two particular items, Burke and James carry a complete line of photographic equipment.

*Our advertisers deserve your patronage—Please mention The Camping Magazine.*



# TENTS · BED ROLLS DROP CURTAINS · COTS PACKS · TARPAULINS

*Write for Catalog*

Ask your dealer to show you camping equipment made by Fulton Bag & Cotton Mills. 67 years of manufacturing experience goes into the making of sturdy, high quality, well designed products. In addition to the products listed above we make Hammocks for summer camp, back yard or porch; Sun or Beach Pads; Cot Pads; Mosquito-Bar for cots; Duffel, Barrack & Sea Bags; Auto Covers; Waterproofed Blankets, etc. If your dealer does not have the Fulton Line write to us for catalog and prices before you buy anything made of canvas.

## Fulton Bag & Cotton Mills

Manufacturers Since 1870

ATLANTA ST. LOUIS DALLAS  
MINNEAPOLIS BROOKLYN NEW ORLEANS KANSAS CITY, KAN.

## Blanks for Camp Directors

By Barbara Ellen Joy and Emily Welch

Modern—Concise—Practical—  
Save Time and Money

Medical Examination Blanks (Boys; Girls)	\$2.00 per 100
General Information Blanks (Boys; Girls)	\$2.00 per 100
Personality Record Blanks . . . . .	\$2.00 per 100
Counselor Application Blanks . . . . .	.05 each
Counselor Reference Letter . . . . .	.05 each

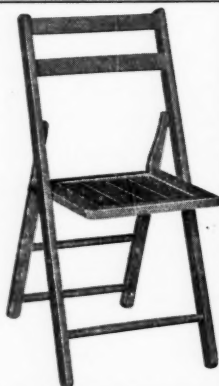
All Prices plus Postage

Emily Welch, 54 S. Portland Ave.,  
Brooklyn, N.Y.

## Wooden or Steel FOLDING CHAIRS

for every  
Camp  
Requirement

ACME  
CHAIR COMPANY  
Reading Michigan



## New England's Camp Conference Held in Boston—

Always a delightful and inspiring occasion, the annual conference of the New England Association brought together a large and enthusiastic group of directors and counselors at Boston's Hotel Statler on March 6th. High points on the program were addresses by Dr. J. H. Waite on "The Relation of the Eyes to Physical Skills," and Dr. F. R. Rogers on "New Testing Devices of Physical Fitness." Miss Eugenia Parker conducted a demonstration of outdoor sleeping equipment and there were four seminars lead by Phillip Cobb, R. W. Boyden, C. B. Frasher, and Doris Foster. Dean Frasher reported on the Detroit National Convention.

The very successful display of exhibits was handled by H. W. Gibson.

## Courses at Wayne University—

A course in *Summer Camp Leadership* is being conducted during the second semester at Wayne University, Detroit, meeting every Monday at 4:30 P.M. It is open to anyone interested whether a student in the University or not. The course is directed by Dr. Frank Oktavec and taught by Joseph Gembis and Katherine Hoffman.

Meeting at the same hour is another camp course entitled *Nature Study for Counselors in Summer Camps*. There are nineteen regular courses in crafts and nature, all related to the field of camping, given by this University.

Wayne University also sponsors a four-day Camp Institute.

## Counselor as Business Administrator

(Continued from Page 15)

ger or the business duties of other strictly administrative camp officials. Such a treatise alone would require a book and would have to deal primarily with the business administration of a camp. We hope this article will help the counselor whose business duties are only incidental to his work as a counselor to handle these incidental business duties in a business-like manner, thereby saving himself and his camp much worry, chagrin, and sometimes heavy expense. It is sincerely hoped that this article will prove to be "preventive medicine" and will save some from the mistakes of those who have gone before. The stones and toe-hooking roots in the trails have been pointed out. These obstacles, however, cannot be removed, since they are inherent in the unbusiness-like make-up of many individuals, but we can be on our guard and either step over or around them now that they have been pointed out.

Our advertisers deserve your patronage—Please mention *The Camping Magazine*.

## Midget Campers

(Continued from Page 17)

To everyone, mealtime is normally a period of rest and relaxation. Toward this end, many directors recommend a separate dining room for the littlest ones, a place where the noises and stimulations of the main dining hall do not penetrate, and where the tempo can be slowed down. Much guidance in eating is necessary in these younger stratifications. There is quite a general agreement that women at the heads of the midget tables function more successfully than do men.

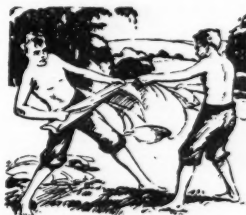
### Program Materials

Regardless of their age, all campers should be permitted to live their own lives in a world as nearly suited to their capacities, interests, and felt needs as is possible to achieve. Certainly this is a major concern among the youngest campers, and it is obvious that their interests and needs will differ from those of the older stratifications. The reasons for safeguarding them against plunging over their heads into the program for the older campers, have to do not only with the fatigue that may result, but also with the fact that they may become fed up with coming all too soon. Participating in an activity before one is ready for it often results in failure, which may predispose one permanently against the activity. If these young campers engage in the whole program, they may soon come to feel that they have experienced all there is to camping, with the result that at twelve years of age they may label themselves as "too old" for camping—this in face of the fact that they have not had an adequate exposure to many of the activities at a period when they are ready for them.

*Spontaneous planning* leads to the ideal type of program for the little campers. Informal activities growing out of their interests on any particular day will, with few exceptions, result in an acceptable program for them. Campers six to ten years of age love to sit on the bench and make things of sand—often startling effects in sand sculpture result. Beach combing is a "natural" activity among them—a slow, rambling hike for a half mile up the shore to see what we can find takes on the aspect of high adventure. Fishing and informal boating are major interests. They love tree houses—love to help build them and use them. Crafts of simple type in a room of their own are much

### ACT EARLY FOR THIS

### SPECIAL FREE SERVICE



from the makers  
of

### CASH'S WOVEN NAMES

Camps should require the marking of all personal clothing, linen, bedding, etc., with the owner's name. This is a protection for camps and campers alike—prevents disputes, losses and identifies both wearer and wearables.

For years schools and camps have used and recommended CASH'S WOVEN NAME TAPES for marking because Cash's Names are neat, permanent, safe, economical and known everywhere. Far superior to ink or other marking methods. Wide choice of styles and colors.

Your campers ought to use CASH'S WOVEN NAMES this year—and to help you enforce your requirements, we will send FREE order blanks, wardrobe lists, etc., to your patrons on request. Write for further information.

*Trial Offer: Send 15c for 1 dozen of your own first name and sample tube of NO-SO Cement.*

Prices:			
3 doz.....\$1.50	9 doz.....\$2.50	No-So	} 25c a Tube
6 doz.....\$2.00	12 doz.....\$3.00	Cement	

## CASH'S

17 Camp Street

So. Norwalk, Conn.

You, too,  
can carve  
and whittle  
for pleasure  
and profit



*Just out!*

At last, a real hobby book, giving hundreds of things to do, with plain directions and diagrams. WHITTling AND WOODCARVING by E. J. Tangerman (\$3.00), is thorough, detailed, enthusiastic. Covers choice and care of knives, and selection of woods. Explains all whittling and carving techniques, in wood, soap, plastics, etc. Plain methods, detailed diagrams, many beautiful illustrations. How to do simple whittling, rustic, chain, ball-in-cage, fan carving, models, caricatures, ship-in-bottle, chip carving, surface decoration, relief, in-the-round, inlay, intaglio, etc. Many projects suitable for youth of all ages, including toys, puzzles, ornaments, plaques, models, curios, articles of practical utility, rustic camp appliances, etc. See this new book on approval. Send the coupon today.

### McGraw-Hill FREE EXAMINATION COUPON

McGraw-Hill Book Co., Inc., 330 W. 42nd St., N.Y.C.  
Send me Tangerman—Whittling and Woodcarving for 10 days' examination on approval. In 10 days I will send \$3.00, plus few cents postage, or return book postpaid. (Postage paid on orders accompanied by remittance.)

Name .....  
Address .....  
City and State .....  
Position .....  
Company ..... Cam. 4-37  
(Books sent on approval in U.S. and Canada only.)

*Our advertisers deserve your patronage—Please mention The Camping Magazine.*

## *Did You Know?*

•

OVER 1000 SUBSCRIPTIONS HAVE BEEN  
ORDERED SINCE THE FEBRUARY  
CONVENTION under the New

### **GROUP SUBSCRIPTION PLAN to The CAMPING MAGAZINE**

•

*Are you acquainted with this opportunity?*

•

SEE THE OUTSIDE REAR COVER

enjoyed. The boundless curiosity of these ages opens the way to casual nature instruction at a time when there is an eagerness for all such information. Nature games are unusually popular. These informal activities are labeled as unimportant and lacking in purpose only by adults for whom the years have formed an unbridgeable gap separating them from an understanding of childhood.

*Dramatics* offers a major means of expression for these young ages. These children can act out anything. Make-believe looms large among their characteristics. It is not a case of learning lines and rehearsing—all that is needed to give them the theme and the general framework of the plot. They are natural actors. A story told opens the way to a delightful informal dramatization.

*Overnight hikes*, appealing as they are to young children, are considered entirely too fatiguing. If permitted at all, they should consist of one night only, and even these leave the children so extremely exhausted that many feel they should be eliminated forthwith from the program. Furthermore, they are considered unnecessary—these imaginative youngsters

are completely happy if permitted to carry their cots a few hundred yards away from their cabins for a night under the trees, or out into the Indian tepee for a night. Their cots placed in the covered wagon and driven half a mile up the lake guarantees a good night's sleep in their own beds, without the exhausting aspects of the usual overnight. A night in the haymow of a neighboring farmer or at the camp's stables is adventure sufficient for any midget.

The important thing is that all activities be on the level of their capacities. Everyone seeks and must find recognition, and therefore young campers must be allowed to live in a world of others of their own capacities. Snowed under as they are in the perfection of the council-ring ceremony, they should have a ring of their own and be permitted to conduct their own program in it. So with other similar activities. The compensatory aspect of children's play arises from inability to achieve recognition and adequate expression in a society of older folk.

And lastly, any program for young children must be *imaginative*. The imaginative tendencies of children is a common observation—the broomstick becomes a horse, the branch a gun, and so forth. The clever leader regards this not as childish, but as an excellent handle he can grasp in guiding their growth. This imaginative tendency is inclined to disappear as direct expression becomes possible in a world of their own, but it is a vital characteristic always and one that must be recognized and fostered. The prosaic, "practical," and adult-minded individual lives in a realm too far removed from that enchanted world of dreams called childhood to function successfully as a leader.

## **Other Camp Groups**

*(Continued from Page 19)*

the interest of the larger whole through the process of democracy. The essence of this process is freedom of choice, freedom of participation, freedom of discussion. The recognition of the needs and interests peculiar to each group in camp is a step forward in the ultimate coordination that spells harmonious functioning in the interest of the complete whole—namely, camp.



## Council Rings

(Continued from Page 12)

take place. The relation of the tree to the council rock is shown in the small Plan for a Council Ring on Page 12.

Drive a stake in the ground, attach a twelve-foot string thereto and mark out the twenty-four foot circle. If the spot selected has any irregularities they must be worked down assiduously to a perfectly smooth and even plane. Remove the sod, level off all bumps and remove all pebbles. The seats must be permanent and non-movable. To make them, sink six-inch posts in the ground every five feet around the circle, allowing them to project upward twelve inches. Nail two-inch planks, five feet long, on these posts, thus forming the circle shown in the small Plan. There should be *only one opening*, and that directly opposite the council rock. The council rock should be a more elaborate seat than the rest and should measure six feet in length.

About fifty people can be crowded into a ring consisting of one row of benches. If more are to be seated, additional rows must be added. The rear rows should be elevated enough so that the entire ring is visible to all when seated. This can be accomplished in two ways: by building the seats up from the level of the ground in bleacher fashion, or by excavating the ring as shown in the large sketch of the Plan for a Large Council Ring. The latter method is by all odds the better if the ground is dry enough to permit excavation. When so sunk, an overflow crowd can be accommodated by having them stand around the outside circle—this would not be possible if the seats were elevated.

Excavate the twenty-four foot circle to a depth of two feet. Terrace the sides into two steps, each one-foot high, as shown in the Plan for a Large Council Ring. This permits three rows of benches, the back row being on the level of the ground. Sink the posts as shown, allowing them to extend two inches out of the ground; when the two-inch planks are nailed on, the seats will thus be fourteen inches high. The entrance, as usual, is directly opposite the council rock. If much dancing is to take place in this ring, it will be well to leave a very narrow passage way, one foot wide, either side of the council rock, to serve as an entrance for the dancers. These passage ways should slope down

## Educational Service Bureau

551 Fifth Ave.  
New York City  
Murray Hill 6-0418

## For Camps

80 Boylston St.  
Boston, Mass.  
Hancock 6178

Adequately trained camp administrators, counselors, physicians, nurses, and secretaries placed in educationally desirable camps. Register now. Parents' Advisory Service. Enrollment. Club Lectures. Leadership Courses. Bibliographies. Camp real estate.

M. CLAIRE SAWYER, A.M.  
Director

## A Breakfast Fit for a Camper!

And that means a real breakfast! A steaming hot bowl of Maltex Cereal meets the requirements on every count. The wonderful malted flavor gives it a "different," appetizing taste. But Maltex ranks high in nutritive value, too. It furnishes energy, is rich in Vitamin B, and is economical.



## MALTEX CEREAL

The Maltex Company, Inc., Burlington, Vermont

**FREE** Write to us for a free sample and for literature, including a booklet of recipes for 100 servings.

THE OWNER of Camp Cayuga on Lake Timagami, Ontario, offers the sale of the complete camp equipment, including canoes, boats, etc., and the lease of the camp grounds. Accommodation for 40 to 60 campers. It is an ideal site, with most attractive surroundings. Address enquiries to T. Bradshaw, 3 Parkwood Avenue, Toronto, Canada.

gradually, and not be stepped, so that the dancers may dance in without danger of stumbling. If no more than one foot wide, these entrances will not detract from the impression of a completely enclosed circle, which is an essential point in the council ring planning.

Although not absolutely necessary, backs to the benches make a much more comfortable seat, and comfort is essential for the full enjoyment of any program.

No council ring is complete without its ornamentation, its symbolism, its bid to imagination. The council rock should be an attractive rustic bench with a back. Behind it two upright posts, five inches thick, should be erected, across the top of which a similar post is nailed so that it is parallel to the ground and eight feet from it, as shown in the drawing of the Section. Across this bar a colorful Indian blanket should be hung. The totem pole should be placed directly opposite the council rock, just outside the entrance.

One of the simplest yet most effective means of ornamentation is the use of round plaques on which totem symbols are painted. Such a plaque

*Our advertisers deserve your patronage—Please mention The Camping Magazine.*

is shown in the upper right hand corner of the drawing of the Plan for a Large Council Ring. Barrel tops are ideal for this purpose. Paint a different Indian symbol or totem in vivid colors on each. Nail the plaques to cut saplings and set up one plaque just behind each intersection of the planks in the outer row of benches—see the drawing of the Section. The bottom of the plaque should be four feet above the rear bench. Ten of these plaques will be required to complete the circle of the ring.

Once the council ring is constructed and ornamented as described, it will suggest endless ways for further decoration. All possible means should be used to enhance its beauty and its imaginative appeal. Since the council ring is Indian in source, its decorations should be drawn from the Redman's symbolism. Always use symbols, never completed pictures. And remember that it is usually fatal to try to improve on the Indian's symbolic designs—it is always better to copy them as they are.

## Child Participation

*(Continued from Page 10)*

individual lists, to add to them and to use them when selecting activities from the bulletin board each day. This resulted in a continuity of activity. Certain children did the same thing daily part of the time, e.g., the editors of the newspaper (elected by the group) spent approximately a half hour daily on the paper. Each child was alert for news, handing in items or contributing stories and poems, whenever he had any, thus practically every child participated in the newspaper, but the running of the paper was the main responsibility of four or five children. On the other hand, the responsibility for the Zoo was rotated from week to week, volunteers being called for by a notice on the bulletin board. A puppet show once decided upon by a group of children became their central occupation for the duration of the project. The children were encouraged to be alert for country experiences, such as threshing, mowing, horseshoeing, and observing animals, birds, and insects; and often during this evening meeting some child would ask to tell "what happened to me today." This sharing of experiences became a favorite activity and stimulated the children to seek adventure in the fields and woods.

When the counselors observed how effective was this "experience telling" in arousing interest and enthusiasm for an activity, they saw the possibilities in using this same method to encourage good sportsmanship and to combat the tattling urge which is often apparent in children of these ages, and so led the children to include among their "telling experiences" good things they had seen other children doing. An emphasis was thus placed on good sportsmanship; and the children began to look for the good in one another and to learn the meaning of being a good sport. These meetings of the entire group also proved to be an opportune time for working out such details in social living as hair combing and cleaning up before meals, the least confusing way to get to our tables at meal time, leaving cabins quietly after nap, etc. They were the problems of the group and not of the counselors.

The last two weeks were among the busiest and the happiest weeks of the season. It was then that the children in checking again their original plans saw to what extent their objectives had been accomplished. "I'll have to work hard. Just two weeks left," was heard on all sides. For this reason we felt that our six-week camp season was not too long.

And then came the farewell party! Never was there a party so completely their own. The last week was spent in preparation. They made their place cards and decorations, put out a last copy of the "Newspecker," wrote a farewell song, planned their entertainment, and then, when the day came, carried it all out to their own satisfaction and joy as well as that of their counselors. It was a result of five weeks practice in purposing and planning their own activities.

## New Horizons

*(Continued from Page 6)*

To be more specific, can we use the findings of the psychiatrists? I hear that the psychiatrists are saying (and I trust this is the latest report) that human beings have two major drives: (1) To be dependent, cared for, loved; (2) To be independent, to use one's full capacities. Whether or not this has been fully substantiated, I do not know, but human nature seems to me to act that way. An Ann Lindbergh flies North to the Orient but she stops to tuck

in her pocket a fresh handkerchief. From childhood a fresh handkerchief given by her mother connoted security and thoughtfulness. The automobile manufacturers almost act as if they had psychiatric advice, *sometimes*; that is, when they perfected the trailer. They fitted it with wheels of adventure and also they added that symbol of sheltered routine, the family toothbrush rack.

Likewise, campers want a core of dependable routine and stability. They want an atmosphere of good will and thoughtfulness as the setting for adventure.

Thus it was that two campers, Mary and Jane, aged fifteen, came to a certain camp director and said, "Miss Ann, you have taught us how to swim, how to handle a canoe. We are both life-savers. We want to take our suppers and go somewhere, we don't know where. We promise to come home before dark."

"Oh, Miss Ann," they added as she considered, "*we so want to live dangerously!*"

"All right," Miss Ann at length replied. "It's a bargain. You know that in this camp we want to do nothing to interfere with our own health and happiness, nor with the health and happiness of any other persons. I shall get your supper ready myself."

"Oh, Miss Ann, we'll take such care," they shouted back over their shoulders, "*such care!*"

Now what did Mary and Jane wish to do? On what dangerous living did they wish to embark? They paddled to a nearby shore, tidied up a driftwood house which another camping party had once built. They ate their suppers. They sat on a log and wrote a poem, each. They returned to evening fire with eyes lighted by great adventure. They had conceived and carried through an idea which called forth their latent powers.

There is adventure also at the point of a water color pencil, or in watching a flat worm wriggle its way in a brook, or in making a telescope or sun dial that will catch the flying footsteps of the universe. Wherever adventure may lie, it is the business of youth to explore the world under its own steam; it is the business of adults to make such exploration safe and enriching. The organized camp is a proper meeting place for these respective obligations.

While camp is especially adapted to meeting this desire in youth for independence, can it also meet the desire for that affection and

## CAMPING PLANS

The Girl's Camp - - - \$1.50  
*Abbie Graham*

—for the director and counselor.

Camps and Their Modern  
Administration - - - \$1.00  
*Hazel K. Allen*

—for the business manager.

## THE WOMANS PRESS

600 Lexington Avenue  
NEW YORK, N. Y.

## LEATHERCRAFTERS—

We supply everything needed for this fascinating work. Largest assortment of materials at lowest prices. Samples FREE to teachers, camp instructors, etc., who write for same on official letter-head or give connections. Others

SEND FOR  
SAMPLES  
ENCLOSE  
5 CENTS in  
Stamps

**ART LEATHERS**  
FOR THE LEATHERCRAFT WORKER

Headquarters for Art  
Leathers, whole or half  
skins, also cut to measure.  
Tools, designs, lacings, both in  
calf and goat skin, snap fasteners  
to match leathers, leather dye, wax  
polish, Sphinx Paste, slide fasteners  
and bag plates. Book on leather work \$1.00  
Tell us your wants—we'll quote prices.

**W. A. HALL & SON**

250 1/2 Devonshire St., Boston, Mass.

## 1001 Outdoor Questions

By IROQUOIS DAHL

When a female wolf takes her young to drink for the first time does she kill them if they lap like a dog? How do you go about cooking a porcupine? Do hunting boots or rubber boots offer better protection against venomous snakes in damp or swampy country? These are sample questions picked at random from "1001 Outdoor Questions." Iroquois Dahl's "1001 Outdoor Questions" has been a feature of "Field & Stream" for many years. Hundreds of thousands of readers have absorbed its curious facts, and chuckled over the amusing pen and ink sketches that accompany the text. Now the cream of these have been incorporated in this volume.

JUST PUBLISHED!

Illustrated, \$2.00; by mail, \$2.14.

All Bookstores or from

**FUNK & WAGNALLS COMPANY**

Dept. 1702.

354-360 Fourth Avenue,

New York, N. Y.

## PREVENT POISON IVY

TAKEN  
BY  
MOUTH  
\$1.00

A remarkable preventive. Taken by mouth. "Vaccinates" for entire season. Start immunization at least two weeks before exposure. Also effective in treatment of actual cases of Poison Ivy—usually quickly relieves itching and swelling, materially shortening duration of rash. Prevent Poison Oak with Cutter's POISONOK—used by 9th Army Medical Corps in C.C.C. camps and by power companies for line crews. Sold at drug stores on Pacific Coast. East of Rockies order POISON-IVI or POISONOK direct, \$1.00 postpaid. In severe cases see your physician for injection and adjunctive treatment.



**CUTTER LABORATORIES**  
Berkeley, Calif. • 111 No. Canal St., Chicago

U. S. Govt.  
Lic. No. 8



friendship, which comes to one through a satisfactory adjustment to his fellows?

A child begins, or should begin, with a proper sense of his own importance. I once saw a boy of six finish with a great flourish an afternoon walk to the woods. Plunging his newly acquired walking stick in the ground with a noble gesture, he said, "I plant this stick in honor of myself!" And why not?

This importance in time finds itself in competition with the importance which other people also feel about themselves. Can sufficiently strong common interests be found to draw two persons together in comradeship? Sir James Barrie puts the situation before us very vividly when he describes the first meeting between himself and another boy on a school playground. "He looked me over in the playground," writes Barrie, "and said 'What's your high jump?'"

"And I said, 'Three and a half. What's yours?'"

"And he said, 'Four. What's your long jump?'"

"And I said, 'Six. What's yours?'"

"And he said, 'Seven. What's your hundred yards?'"

"I said I didn't know but what was his?"

"And he said, 'Five seconds less than yours.'"

"Then he said the one word, 'Pathfinder,' showing that he was like myself luckily an admirer of Fenimore Cooper.

"I replied with the same brevity 'Chingcock.'"

"'Hawkeye,' said he.

"'The Sarprint,' I replied.

"'I knew you had read about them,' he said, 'as soon as I saw you.'"

"I asked him how he knew and he said he knew by my cut. I had the sense to say that so did I like his cut. He then took me aside and became more confidential. 'I wonder,' he asked, 'whether you have noticed anything peculiar about me?' Subsequent experience of life has told me that this is the one question which every person wants to ask of every other person. They all—all mankind—know that they are extraordinarily peculiar, and want to know if you have noticed it. . . . 'Do you remember,' he said, 'how Pathfinder laughed?'"

"And I said, 'Yes, he laughed so softly that no one could hear it.'"

"'Listen then,' said he, and when I replied

that I could hear nothing, he said triumphantly, 'Of course you can't—that was me laughing like Pathfinder.' And so we swore friendship because we liked each other's cut, and any time we fell out after that was as if I laughed like Pathfinder."<sup>9</sup>

Can we go a step further and win group cohesion out of conflict, integrating the interests of diverse elements? I have been told of a successful outcome of conflict in one camp. You have had experience with those enthusiastic but inconstant young scientists who set out to study the ways of nature by bringing ashore live specimens. Smells and unkind remarks follow. In our camp it was once swordfish swords which girls procured from deep-sea fishermen and stored in their cabins to cure for souvenirs. In this camp to which I now refer it was *crabs*.

"What do you have in that bucket?" asked a senior camper of a cabin of juniors.

"Crabs," they answered.

"Those crabs smell dead," said the senior after closer inspection. "Why they are dead! They are horribly dead!"

This incident resulted in the making of a live-box where all future specimens were kept. Once the live-box became established the fishermen of these waters and the Marine Laboratory officials left unusual sea data which thrilled every aspiring young scientist.

We thus have daily opportunity in camp so to extend a camper's interests as to bring him into ever-enriching relationships. From himself to a friend, to a group of friends, to wider and wider communities, he may go.

Such things we may learn from the psychiatrist, the group worker and from many another. We have resources enough to extend the possibilities of organized camping to further and further horizons.

Is there a renascent spirit within the camping movement? I do not know. Renaissance periods are marked by a "joyous sense of awakening," "a free creativeness,"<sup>10</sup> "an ability to discover the adventure of mundane life, that feeling that the gods are in us and of us."<sup>11</sup> Have we this joyousness, this free creativeness? Do we believe mightily in the everyday life of a camp? Do we have faith in ourselves and others? If so, we may find increasingly new horizons.

<sup>9</sup> *The Dumfries and Galloway Standard*, Dec. 13, 1924. 1924.

<sup>10</sup> Van Wyck Brooks: *The Flowering of New England*.

<sup>11</sup> Rachel A. Taylor: *Aspects of the Italian Renaissance*.